

**CDSc 228, Language Acquisition
Course Syllabus for Spring 2008**

Time/Place: 11:20-12:35, T/R, 219 Sturges

Instructor: Robert E. Owens, Jr., Ph.D. ("Dr. Bob")
208B Sturges
Phone: 5131 e-mail: owens@geneseo.edu
Office hours: T & Th 2-3:30 p.m., W, 8:30-11:30 a.m.

Text: Owens (2008), *Language Development: An Introduction*, **Seventh** Edition.

Videos: The following videos are available for a two hour sign-out from the resource room (Sturges 210). Numbers after the tape title indicate resource room file number. Ask for tape by resource room number. You will need to leave your campus I.D. in order to obtain the video. All videos are to be viewed in The Video and Listening Lab, Sturges 205. No video is to leave Sturges Hall.

<i>Syllabus # and Name</i>	<i>Find Under Resource Room #</i>
1: Light History of the English Language	#153 or 160
2: Can Apes Speak	#13
3: Nova: Language Introduction	#100.1 or 100.2
4: Nova: Acquiring Language	#101.1 or 101.2
5: American Tongues	#152

VIDEOS WILL NOT BE AVAILABLE UNTIL THE THIRD WEEK OF THE SEMESTER.

Learning Objectives

The student will be able to

Describe the difference between speech, language, and communication and aspects of each.

This objective complies with ASHA Standard III.B.

Delineate the differences between the major theoretical explanations of language acquisition.

This objective complies with ASHA Standard III.B.

Explain the broad cognitive, physical, and social developmental changes in children from 0-5 years of age.

This objective complies with ASHA Standard III.B.

Locate the areas of language processing in the brain.

This objective complies with ASHA Standard III.B.

Explain information processing theory and its relationship to language acquisition.

This objective complies with ASHA Standard III.B.

Identify the major cognitive, perceptual, communicative, and social bases for language acquisition.

This objective complies with ASHA Standard III.B.

Describe teaching and learning strategies used by caregivers and children during language acquisition.

This objective complies with ASHA Standard III.B.
Describe the ways in which first words are acquired and the semantic and pragmatic aspects of this development.

This objective complies with ASHA Standard III.B.
Explain preschool language acquisition with emphasis on the aspects of form, content, and use.

This objective complies with ASHA Standard III.B.
Explain school-age and adult language acquisition with emphasis on the aspects of form, content, and use.

This objective complies with ASHA Standard III.B.
Describe the major dialects of American English, contributing factors, and the effects of dialect on the education and socialization of children.

This objective complies with ASHA Standard III.B.
Describe bilingualism, semi-lingualism, language mixing, and code switching and their effect on the education and socialization of children.

This objective complies with ASHA Standard III.B.
Explain the purpose of language and cross-language studies of language acquisition.

This objective complies with ASHA Standard III.B.
Collect and systematically analyze a conversational sample of child language.

This objective complies with ASHA Standard III.B.

Schedule:

<i>Week of</i>	<i>Topic</i>	<i>Assignment</i>
1-22	Introduction (Speech, language, and communication)	Chap. 1; video 1
1-28	Theories	Chap. 2; video 2
2-4	Neurolinguistics (Cognition and language)	Chap. 3
2-11	Cognitive/Perceptual Basis for Language (Speech, language, hearing & cognition)	Chap. 4
2-18	Sociol/Communicative Bases for Language MID-TERM EXAM	Chap. 5 Chap. 1-4; videos 1 & 2
2-25	Language Learning Strategies & Cultural Differences	Chap. 6
3-3	First Language	Chap. 7; video 3
3-10	Preschool Language Development: Use & Content	Chap. 8
3-24	Preschool Language Development : Form MID-TERM EXAM	Chap. 9; video 4 Chap. 5-8; video 3
3-31	Preschool Language Development : Form	Chap. 9

4-7	Preschool Language Development: Form	Chap. 9
4-14	Early School-age Language Development	Chapter 10
4-21	School Age Literacy Development	Chap. 11
4-28	Adolescent & Adult Development (Speech, audition, and language)	Chap. 12
5-5	Dialectal Differences & Bilingualism Child Language Research Considerations	Chap. 13; video 5 Chap. 14
FINAL:	Noon, Thursday, May 8 at 8 a.m.	Chap 9-14, videos 4 & 5

Grade:	Midterm I	25%
	Midterm II	25%
	Final	25%
	Participation	5%
	Language Sample	<u>20%</u>
		100%

Tests: The examinations will be mostly of an objective type. If the mean of the test falls below 75%, I will adjust the mean upward to that point. All absences from tests require an excuse from the Office of the Dean. Excused tests must be made-up within one week.

Extra points: You can add two points to each exam by attending some *multicultural event* or an event sponsored by a student group such as LSA, KASA, BSU, Hillel, Women's Studies, etc. (but **NOT** a group to which you are a member) or college multicultural event, such as a foreign film or dance troupe. **TURN IN A ONE PARAGRAPH DESCRIPTION OF HOW YOUR THINKING HAS CHANGED WITH YOUR EXAM TO GET THE EXTRA POINTS.** I will not accept descriptions after the test has been graded.

Language Sample:

The best way to understand language is to look at actual language as it is being used. To do that you will need to collect the language of a child and analyze it. You will need **fifty (50) utterances** by the child which you will collect in conversation. I will give you a list of questions to be answered from your sample. You will give me your sample and the transcription of the sample and place your electronic version in my inbox. All late submissions will be penalized. No language sample will be accepted more than one class after it is due and the grade will be zero.

Formative and Summative Experiences:

To enhance learning based on student input, this course contains both formative and summative experiences. Formative experiences shall include

- 1) Designated question periods at the beginning of each class, and
- 2) Submission of written questions prior to each midterm for possible inclusion in that exam. **PLEASE SUBMIT QUESTIONS BY E-MAIL. YOU WILL BE REWARDED FOR ONE CLASSROOM PARTICIPATION PER TEST (3 POINTS PER SEMESTER)**
- 3) Self-study textbook website quizzes.
- 4) Non-graded quizzes.
- 5) Discussions within <http://mycourses.geneseo.edu>
- 6) My assistance with the analysis of your samples

Summative experiences shall include all exams and the language sample

Attendance: I'll give you a hint...Most of the information I want you to get will be presented in class. Y'all come, ya hear!

Pop-quizzes: I reserve the right to give unannounced pop-quizzes.

Class time: I will be using our time to the fullest. If you would rather talk or gossip during that period, please do so on the outside of the room. I love to answer your questions and I don't mind repeating what you've missed but I dislike having to repeat or stop because of rudeness and loud talking.

Extra credit: In fairness to all students, there are NO extra credit projects. The best way to earn a good grade is to study in a thorough, consistent, on-going, no-cramming-the-night-before-the-test manner, AND TO PARTICIPATE IN CLASS.

Class participation: You can earn 5% of your grade through participating in class by

- Answering questions, commenting, providing examples, and asking questions in class. This procedure will necessitate the use of a seating chart. *Remember where your seat is or someone else will get credit for your contributions.*
- Submitting possible test questions (1 per test), and
- Contributing **meaningfully** to the discussion on mycourses.geneseo.edu

In the past some people have chosen not to participate and it has meant the difference of two grades, such as a B- instead of a B+.

Videos: All videos are testable.

Notes: SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional or learning disabilities. Students should **consult with** the Director in the Office of Disability Services (Tabitha Buggie-Hunt, 105D Erwin, tbuggieh@geneseo.edu) and their individual faculty **regarding** any needed accommodations as early as possible in the semester.

This course has been designated to ensure that students demonstrate required knowledge and ability as outlined in the ASHA Standards for the Certification of Clinical Competence in Speech-Language Pathology.